DOCUMENT RESUME

ED 302 884 EA 020 520

TITLE	School Based Improvement and Effective Schools: A Perfect Match for Bottom-Up Reform. An ACCESS Printout.
INSTITUTION	National Committee for Citizens in Education, Columbia, Md.
PUB DATE	Oct 88
NOTE	79p.; For related document, see EA 020 521.
AVAILABLE FROM	Publications, National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044 ($10.00, plus $1.00 postage and handling).
PUB TYPE	Reference Materials - Bibliographies (131) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Decentralization; *Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; Public Schools; *School Based Management; *School Effectiveness; *School Organization; *School Policy
IDENTIFIERS	National Committee for Citizens in Education

ABSTRACT

This report is one in a series of publications issued on school-based management and improvement (SBI). The publication is intended to present the best and most interesting of the research involving school based approaches to educational reform, including research on effective schools. It begins with an introductory article on SBI and its link to effective schools. The bulk of the report consists of brief summaries of numerous major studies and useful articles on SBI, effective schools, school improvement, and related topics. Finally, organizations and resources (newsletters and audiovisual materials) for further contact are listed. (SI)

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School Based Improvement and Effective Schools:

A Perfect Match for Bottom-Up Reform

October 1988

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Preface

The National Committee for Citizens in Education has long supported the concept of school based management and improvement, for it represents, in our view, the most promising route to lasting reform of the public schools. As our name implies, we also firmly support parent and community involvement in that process, for the research is clear that when parents are involved, students do better in school and the schools they attend are more effective.

One of a series of publications NCCE has issued on SBI, this report is intended to present the best and most interesting of the research treating school based approaches to educational reform, including that on effective schools. It begins with an introductory article on SBI and its link to effective schools, then presents summaries of major studies and useful articles on SBI, effective schools, school improvement, and related topics, and finally lists organizations and resources for further contact.

This report is part of a project entitled Community Involvement In School Based Improvement, supported by the Charles Stewart Mott Foundation to create a special issue center for the network of Community Education Development Centers. Also supporting the project are the New World Foundation and the John D. and Catherine T. MacArthur Foundation. The interpretations and conclusions contained in this publication represent the views of the National Committee for Citizens in Education and not necessarily those of the Mott, New World, or MacArthur Foundations, their trustees, or officers. We deeply appreciate their support.

Table of Contents

I. **Introduction** — Page

Part One: School Based Management and Improvement — 1
Part Two: The Effective Schools Connection — 4
Part Three: How SBI Can Work: A Look at Dade County — 10

II. **Magazine and Journal Articles on Effective Schools**

Anderson, Beverly, et al. "State Strategies to Support Local School Improvement." Knowledge: Creation, Diffusion, Utilization, Vol. 9, No. 1, Sept. 1987, pp. 42-86. — 15

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School Advisory Councils in South Carolina: 58

Six Basic Steps to a Successful School Advisory Council Year
School Improvement Council News
Local School Advisory Council: How They Operate and What They Can Do To Improve Education
School Advisory Council Activity Guides
School Improvement Council Training Program
Focus on School Improvement: School Improvement Councils Working for Effective Schools

School-Based Management in Tulsa, OK 60

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VII. Organizations to Contact for Further Information 65

VIII. Newsletters 66

IX. Audio-Visual Materials 67

Introduction

by Anne Henderson

Part One: School Based Management and Improvement

In recent months, the press has been full of articles about school based management and the promise that it holds for lasting school reform. What is it? How does it work? What does it mean for parents, students, teachers, administrators, and board members? Will it really make a difference?

In 1978, the National Committee for Citizens in Education held the first national symposium on School Based Management (SBM) and has been active in the field ever since, publishing materials, exchanging information, and training school districts. Our experience lead us to agree that its bottom-up, school-by-school approach is the most promising strategy we know of for rescuing our troubled public schools.

School Based Management (SBM) proposes a profound change in the way most school districts are run: most of the policy and budgetary decisions about how a school should operate should not be made by the school board or the central administration of the district, but by the school itself.

This does <u>not</u> mean that the board and superintendent should resign; they will continue to set the basic policies and budget for the district. What is different is that each school will have much greater latitude in deciding how to implement board policy and to spend the funds intended for that school. For example, a district sets the salary schedule and the requirements for the various staff positions; the schools may then decide what positions to fill and which qualified applicants to hire. One school might want to combine some grades under a team of teachers and hire one very experienced teacher to supervise two younger ones; another school might prefer to stick to one relatively senior teacher per classroom.

Many districts around the country are experimenting with some variation of this system. These are some of the reasons they give for adopting SBM:

1. People who are involved in making decisions tend to support those decisions. They also make better decisions if they are the ones who will be affected by them.

2. If the staff of a school are to be held accountable for results, they should share in making decisions about how the school should operate.

3. When decisions affecting a school are made by the people responsible for the school's program, the school can respond more effectively to the needs of its students and the community it serves.

From Management to Improvement

School Based Management is not a new concept, but its implementation in this country is relatively recent. In its narrowest form, and when only the professionals are involved, it can be a rather cut-and-dried redivision of administrative responsibility. At its most expansive, and when parents and community members are included, it can lead to the dynamic reform of a school system.

The literature and research on effective schools have identified a key context for school improvement: a significant degree of autonomy at the local school level. A carefully thought-through system of school based management can provide such a context. But it is essential that the school use this opportunity for self-improvement. That is why NCCE decided to rename the idea, calling it School Based Improvement (SBI), to make it clear that its purpose is to make the schools better, more effective places for children to learn, and that parents must be involved.

The Keystone

In the late 1960's there was much excitement over the concept of decentralization. Break up the giant bureaucracies and create smaller administrative units that will be less hidebound and more responsive to the people, the arguments went. But the long-term effects of decentralization have been disappointing. It appears that one form of bureaucracy has been replaced by another.

Why would school based management be any different?

Because of the keystone: the school council. The council is the mechanism created at the school to make decisions. It is not another layer of bureaucracy, but a team of those who will be directly affected by the decisions they make.

Who is on a school council? NCCE strongly recommends that all the major elements of the school community be represented. Absolutely essential are the principal, who is the key figure and the instructional leader of the school, the teachers, and the parents. But others can be included as well: the other school staff, the students, and members of the local community.

Obviously, the selection process is critical. While there are any number of different practices, we recommend self-selection or election by a majority. Appointment by the principal or by

organization such as a faculty council or parent group can result in charges of favoritism or manipulation. However it is done, it should be openly, with candor and trust, and in consultation with all the various sub-groups within the school.

Ron Edmonds once asked himself the question, "Why does bad social policy so often get made by good people?" His answer: because the people who make the policy so often see themselves as accountable to their superiors, rather than to the people the policy affects. When those who make policy are of a different ethnic group and class than those who suffer the consequences, the problem is compounded. The school council concept ensures that the people who must live with a decision are the ones who make the decision.

How to Get Started

The superintendent of the school district is the prime mover in initiating SBI, whether the effort is district wide or in a single school. If an independent principal initiates shared decision making at a school, the superintendent would still have the power to intervene, and there would be no decentralization of central office decisions. Without the superintendent's support, the board's agreement, and some real policy and budgetary flexibility, it will not be School Based Improvement.

The principals of the schools are the next most important supporters. Unless they are willing to accept the additional responsibility that comes with making major new decisions, and to share that power with teachers, staff, and parents, a school will not embark on School Based Improvement. SBI councils are not advisory, although they can give advice. To make a difference, they must function as governing boards.

If the superintendent and board are willing, and there are principals who want to participate, NCCE recommends building three major supports.

1. Memorandum of Agreement: Basically this is a negotiating device that becomes a contract. It clarifies the lines of authority among the board, the superintendent, and the school, and defines the areas for which each is responsible. For example: the Board sets the instructional goals; the superintendent establishes a district-wide testing system to determine if these goals have been met; the school will design the instructional program to attain those goals. While much of the language can be boiler-plate, an agreement should be negotiated for each participating school.

2. Training: It is probably unrealistic to expect people who have never worked together before to take on the task of running

a school. They need training in how to arrive at decisions, how to run meetings so that all are included in the process, and how to develop a mission, set goals, define objectives, and implement a plan.

3. District Facilitators: The third key element is the capacity of the superintendent's staff to work with and support school councils. We call people who fill this job "facilitators." because their role is to help the councils do their job without interfering with the substance of what the councils have decided to do. They play three major roles: process observer, advisor, and liaison to the district office. Training is also required do this properly.

Part Two: The Effective Schools Connection

One of the most encouraging developments in American education has been the discovery that there are schools that really work, schools where everyone, even children who are severely culturally disadvantaged, is learning at levels expected for the high-achieving middle class.

Why should that news create a shock-wave? Because for nearly twenty years, since the publication of the Coleman Report in 1966, the research has been telling us that education cannot compensate for disadvantage, that the contribution of public schools to the achievement and life-chances of their students is minuscule (about seven percent), compared to the influence of family and social background. The American Dream of equality of opportunity through universal public education was at risk of being declared bankrupt.

Fortunately, a group of scholars who refused to believe that schools cannot make a difference decided to look for ones that are beating the odds, and to find out what they are like. Lead by the late Ron Edmonds, they did indeed find schools where students from poor, minority neighborhoods, students written off in many places as unteachable and unreachable, were achieving as well as middle class students from wealthy areas.

While the research continues on what are the critical characteristics of these effective schools, many of us are now familiar with the ones most commonly accepted:

- A clear and focused school mission. Everyone -- students, teachers, parents, and administrators -- understands what the school wants to accomplish and that the mission is reflected in what is actually taught.

- High expectations. Everyone in the school community

expects all children to learn and all teachers to teach successfully.

o Strong instructional leadership. The school has someone who is the primary instructional leader, usually the principal. This person sees what needs to be done and sees that it gets done.

o Emphasis on acquiring the basic skills. This means that the school is focused first on teaching students to read, write, and compute.

o Positive, orderly school environment. Everyone feels safe, secure, and ready for learning while at school.

o Frequent monitoring of student progress. How well students are learning is checked frequently so that they do not fall behind.

o Parent and community involvement. Parents and neighbors of the school actively participate in the life of the school.

How Do We Get There?

The question we want to address is how do we get from here to there? Most programs of effective schools development assume that schools which are not effective will improve if they develop the characteristics listed above. This may well be true, but the question remains.

While the focus of this research -- the individual school -- is the proper one, we believe, for education reform, public schools are not isolated entities. They are part of what we call a "school system," and most of the decisions about how they are governed and organized are not made at the school at all, but by district level staff and boards of education, and are guided by laws and regulations made in state capitals and in Washington. None of the "reforms" that followed A Nation at Risk and the other blue-ribbon reports has attempted, or even recognized the need, to change this situation.

Yet most of us involved in local school improvement efforts recognize that a school must be given significant autonomy before it can assume the responsibility for what students learn -- and don't learn, and before it can make the transition to greater effectiveness. As John Chubb, a Senior Fellow at the Brookings Institution and author of a major new study on American high schools, puts it:

> The more control a school has over those aspects of its organization that affect its performance -- the articulation of its goals, the selection and management of its personnel, the specification of its policies -- the more likely a school is to exhibit the qualities that have been found to promote effectiveness.

Chubb's study, which compared high schools in the top quartile of academic performance with those in the bottom quartile, concludes that the most striking differences lie not in formal structure or classroom practice, which are "depressingly similar" up and down the line, but in informal organization and degree of autonomy. While the high performing schools have characteristics found in the effective schools research, he also identifies some contextual differences that provide a clue to the transition problem:

1. Emphasis on academic excellence and challenging the students.

2. Greater clarity about goals and mission.

3. Strong, but not authoritarian, leadership with a vision and the ability to communicate and pursue it.

4. Democratic decision-making and collegial, cooperative relations between administrators and teaching staff.

5. A team style of organization rather than a hierarchy.

These characteristics are more likely to be found in a situation where there is strong, cooperative parent involvement, and where the school enjoys autonomy from outside interference. In fact, Chubb sees autonomy as the essential nutrient which allows the other characteristics to grow. Improvement efforts that are based on intervention and imposed mandates will backfire, he says, because the more schools are deprived of autonomy, the more their performance will suffer.

Chubb's line of reasoning leads him to conclude, along with many others, that the only workable answer is to remove education entirely to the private sector, through the education voucher. "The more extensive the administrative system of which the school is a part, the more likely external control, whatever its motivation, is likely to be imposed or tightened." Pessimistic that the current public education establishment will agree to relax or relinquish its control, and uncertain how accountability can be realized without cumbersome enforcement procedures, he proposes complete decontrol and reliance on marketplace mechanisms for accountability.

Another Route

We believe that a proper balance can be struck between autonomy and accountability within the context of public education, through a process known as school based management. As discussed in part one, school-based management is a system where most of the policy, staffing, and budgetary decisions are made at the school, not by the central administration. The decisionmaking authority is the school council, a team composed of the principal, teachers, other staff, parents, and students.

A carefully negotiated and well designed system of school based management can provide the context that will nurture reform, if its focus is on constant renewal and improvement. That is why we call the idea school based improvement (SBI), to make clear that its purpose is to make the schools better, more effective places for children to achieve their potential.

In public education as it is now governed, there is no structure at a school that can assure an authoritative discourse on school improvement. The people who must live with the decisions are not the people who make the decisions; if the school community has no power to change the situation, they will not bother to figure out how to improve it.

How to Get Started

Once a school assembles its team and negotiates a memorandum of agreement to clarify its authority with the central administration , it must arrange to begin the discourse on improvement. There are three prerequisites:

1. A common language. When a group of people with varying backgrounds and perspectives come together for the first time in a joint effort, they will have difficulty communicating. We strongly recommend beginning with training, using the vocabulary that research has developed on effective schools. The training should cover both group process (how to assure consensus decisionmaking, how to manage meetings, how to deal with conflict) and substance (needs assessment, curriculum, instructional methods, classroom organization).

2. A place to meet. The school improvement team should be school based. It should have its own meeting room that can be stocked with the necessary reference materials. This sends a strong message that the job is to maintain the discourse.

3. The time to meet. That this will be the most difficult of all shows how little we have recognized the need for institutionalizing improvement. The public has been reluctant to subsidize time that is not being spent directly with children. We hope that giving educators more authority will elevate their status from caretakers to professionals.

Next Step: Collaborative Planning

It is important at the outset to understand that school improvement is a process, not an event or a product. To nurture it, a group must be established at each school, whose whole responsibility is to initiate and manage the process. As discussed in the last article, there are many names for the group, such as school councils or teams, and many ways that it can be selected. But whatever its title for composition, it is, as we said in Part One, the keystone to school improvement.

Although we have already discussed the composition of councils, there are two important principles of selection we would like to recommend:

o Councils should be self-selected or elected by a majority of constituency members. While some teams have been appointed by principals or by a combination of organizations such as faculty councils, PTO's, or administrators, those that are selected by the membership of the constituencies represented have more legitimacy.

o Councils should be a microcosm of the school community: teachers, support staff, the principal, parents, residents, and students. There should also be a cross-section of grades, races, sex, and cultures.

Once the team is established and trained to do its job, we recommend the following steps:

1. Establish subcommittees. Give each one a correlate from the effective schools research, such as strong instructional leadership or frequent monitoring of student progress.

2. Write a mission statement. Bring all values, beliefs and opinions to the table. The purpose of this exercise is to determine where we are, where we want to be, and how to reduce the discrepancy between them. Without clarity about this, the group cannot proceed.

3. Conduct a needs assessment. Then compare it with your mission statement.

o Use "disaggregated data," that is data that reports results by race, sex and socioeconomic status. A school may, for example, average in the 60th percentile on reading achievement. But that figure does not tell you whether Blacks are doing as well as whites, or whether the performance of the middle class and disadvantaged students increases or decreases as they get older.

o Look at strengths and weaknesses, and at the presence or absence of the effective school correlates. What needs work?

o Examine other information in the school's archives, such as dropout rates, school lunch participation, grade retention, disciplinary actions, etc.

o Select improvement goals. Pick no more than three. Then develop an action plan with a three-year time frame for each one.

Conclusion

We have argued for improving schools by empowering parents, teachers, and administrators in each building, and by giving them the autonomy to do the job. Unlike the voucher proposals of recent years, this proposal is not based on competition. We feel that cooperation is the highest law of nature and that a process of school improvement based on trust and respect will unlock the creative potential of all those with a stake in public education.

Part Three: How SBI Can Work: A Look at Dade County

Dade County, Florida, fourth largest school district in the country, sprawls over Miami and a welter of smaller cities with names like Hialeah, Palmetto, and Coral Gables, and serves 255,000 students, for many of whom English is a foreign language. It has a familiar catalogue of urban problems, compounded by its service as a major port of entry for Central and South Americans seeking a better life, and a ferocious drug trade. There is a long history of distrust between the AFT-affiliated teachers' union and the district administration. Overcrowding and high turnover plague nearly all its schools. If school-based governance can work here, it can probably go anywhere.

What is Happening?

A radical experiment, based on a theory like John Chubb's (see Part Two), that troubled schools will respond better to more

autonomy than to more controls, has given thirty-two schools unprecedented authority to determine how to spend their funds, deploy staff, and design the instructional program. There are two conditions:

1. The school must form a governing body, or cadre, composed of teachers, the principal, and other staff or community members, that will together decide how the school will be run.

2. Any changes they propose that would require waivers of board policy or the union contract must have as their primary aim measurable benefits for students.

The experiment, called "School Based Management/Shared Decision Making," is designed as a four year pilot program. The first year was spent presenting the concept to the schools, running an RFP competition, and providing three days of human relations training to the winning 32 schools. Before submitting a proposal, a school had to hold a vote for the total staff; only if two-thirds approved could the proposal go forward. Of 280 schools, just 57 applied.

The experiment is now in its second year. Plans made by the participating schools are being implemented and adjusted after a period of negotiation and approval. Although the schools receive no additional funds, they have far more leeway over how to spend the money allocated (approximately $3,000 per student) than they had, and they report directly to the central administration, bypassing the district's regional, midlevel management.

Two Project Schools

North Miami Elementary School is an older, spanish-style building, low and spread around a courtyard filled with tropical flowers. It was built to hold 440 students; it currently serves about 1100, in a series of temporary classroom additions. Characterized by older motels refurbished to provide subsidized housing, the neighborhood is surprisingly pleasant. Over half the students are from minority families and a similar percentage qualifies for free or reduced price lunches. Once one of the lowest achieving schools in the city, students there now test at or above grade level.

"I find something good in everybody," says Pat Parham, the human dynamo acting as Principal. When asked if she really knows every student in the school by name, as it would appear following her through the school, she says, "Well, if there are one or two I don't know, I just call them 'honey'."

What changes has she been able to make? Until last year, the school had staggered release times, which meant that younger children, dismissed at 2 PM, waited around until their older brothers and sisters were released at 3 o'clock. The school also was not able to offer art, music, or physical education, for they are not part of the standard district curriculum. After the school's governing team met, it proposed using funds earmarked for a vacant Assistant Principal position to hire certified resource teachers for art, music, and PE, to use the time freed up by the new teachers as a mid-day planning period for the regular classroom teachers, and to extend the school day so that all students are released at 2:45. Everyone wins. The students get extra instruction, the families have a more orderly dismissal, and the teachers, in return for a slightly longer day, get a free planning period.

To do this, the school needed an exemption from board policy to forego an Assistant Principal in favor of resource teachers, and a waiver of union contract provisions setting the length of a teacher's work day. They got it. As Pat Parham said, "school based management has not changed my style, but it sure makes it easier to get things done."

At Norland Middle School, a large, concrete structure of recent vintage, the 6th, 7th, and 8th grade student population is 67 percent Black, 12 percent Hispanic, and 21 percent "other." John Gilbert, the Principal, is a large, genial man whose low-key manners enhance a commanding presence. "We are flying the airplane while we're building it," he comments when asked about school based management.

He works with a cadre that calls itself the "faculty board" and meets one or two times a month to make all major decisions about how the school will be run and the budget spent. Recommendations are developed in subcommittees, which meet more frequently. Changes they have made center on school organization and teacher review, such as assigning peer teachers to observe other teachers and extending the school work day. Both required waivers from board regulations and the union contract.

Norland closely adheres to the "middle school philosophy." Students are divided into teams of about 150-200; these are subdivided into heterogeneous smaller groups which stay together throughout the school day. Teachers are assigned to the teams, so that all their students are from the same group. The faculty board felt it was important for each team to have a faculty "team leader" to coordinate overall team activities and to facilitate meetings of all the team teachers to discuss how individual students are doing. They asked for extra pay, plus release from some instructional duties, for the team leaders, and a rearrangement of the school day, so that students leave 15

minutes earlier but that teachers have 40 minutes team planning time a day.

Like Pat Parham, John Gilbert says that SBM has not changed the collaborative way he runs his school, but he points out that there is a tremendous improvement in communication and morale. "Now when a decision needs to be made, we all make it together. I have a group to back me up. More necks are on the line than just mine."

The two principals are clearly enthusiastic about SBM. How do the teachers feel? Linda Lentin, a first grade teacher at North Miami, sums up very well, "SBM makes the classroom teacher really matter, so that she can have an impact on the system without having to leave the classroom and her kids."

How Did They Do It?

It is obvious that without the complete cooperation of the Superintendent, Joseph A. Fernandez (and his predecessor, Leonard Britton, who initiated the program), and the AFT-affiliated Union President, Pat Tornillo, this program would never have left the runway. In fact, the program stems from an unprecedented agreement between the district and the union: to waive district regulations and contract provisions that block needed change, so long as the proposals for change are justified and come from principals and teachers together.

What created the climate for such an agreement was a broader effort initiated by Albert Shanker, President of the AFT, and picked up in Dade County, to "professionalize" teaching, to break out of the industrial model of trade unionism and the unproductive split between "labor" and "management" that comes with it. While in most districts teachers can bargain over wages and working conditions, and their unions can wield great strength in contract negotiations and elections, the classroom teacher nevertheless has very little to say about how a school is run. SBM puts decisions in the hands of those who have to live with them, the principal and teachers in a local school.

Each school's proposal is reviewed by a joint task force composed of district staff and union officials. With all the cards on one table, the trust level remains high. In its guidelines for shared decision-making, the district lists many examples of areas that a school may address:

- Staff development
- Support services
- Renovations
- Curriculum goals and content
- Staff morale
- Student discipline
- Security procedures
- Instructional methods
- Expenditures of funds
- Peer review/evaluation

- o Staff selection and retention
- o Student grouping and scheduling
- o Special program implementation
- o Parent involvement
- o Instructional improvement
- o "Other items as agreed to by the principal and faculty."
- o Textbook selection
- o Staff utilization
- o Grading guidelines
- o Business involvement
- o Paperwork requirements

Clearly, Dade County is at the forefront of reform in school governance. It is too soon to tell whether the experiment will succeed, but clearly the foundation is sound. The national attention it has attracted should ensure that we can follow its progress.

What to do Next

Contact NCCE. We are experienced in training school districts; we have an extensive information base; and, thanks to the Mott Foundation, we have just established a Special Issue Center for Community Involvement in School Based Improvement. If you would like more information, or if you would like to become involved in this project, we would enjoy hearing from you.

The single most useful resource we have is School Based Improvement: A Guide for School District Leaders and its companion One School at a Time: School Based Management, a Process for Change. See the resources section of this report for ordering information.

Much of the material in this introduction was taken from the following articles from NETWORK For Public Schools, Published by the National Committee for Citizens in Education:

1. "School Based Improvement: A Bottom-up Approach to Reform," by Carl Marburger and Anne Henderson, Vol. 13, No. 3, Winter Holiday 1987.

2. "SBI and Effective Schools: A Perfect Match," by Anne Henderson and Larry Lezotte, Vol. 13, No. 5, Spring 1988.

3. "School Based Management: A Big Change in Dade County," by Anne Henderson, Vol. 13, No. 6, Summer 1988.

II. Magazine and Journal Articles on Effective Schools

AR0606 Effective State School Development Activities

SOURCE:

Anderson, Beverly, et al. "State Strategies to Support Local School Improvement." KNOWLEDGE: CREATION, DIFFUSION, UTILIZATION. Vol. 9, No. 1. Sept. 1987, pp. 42-86.

SUMMARY:

State education departments throughout the nation are actively helping districts and schools to implement research findings on effective schools, effective teaching, and change. This study, funded by the National Institute of Education (NIE) and conducted by the Education Commission of the States (ECS), was organized around two key questions:

1. What are effective state school improvement activities?

2. Under what conditions do these strategies work effectively in schools?

The study did not evaluate any individual state programs but looked for successful commonalties across states and schools.

Ten state school improvement programs, which emphasized key concepts from the literature on school and classroom effectiveness were selected. The states implementing these programs varied with regard to population size, region, per capita personal income, and the degree of local versus centralized control. The study focused on four to seven schools in each state, which were successfully implementing the state program. These schools were from rural, suburban, and urban areas.

Two categories of variables affect successful state education department sponsored school improvement programs. One category inlcuded political and economic variables outside the State Education Agency (SEA). The other category was internal departmental factors, such as political support, collegial ventures with Local Education Agencies (LEA's), and the SEA structure and organization.

AR0618 Bibliography on Effective Schools and School Improvement

SOURCE:

"Selected Topics Related to the Implementation of School Improvement Planning When Using the Effective Schools Research," Prepared by Beverly A. Bancroft. Bibliogrphy for Participants, School Improvement Summer Institutes 1988. National Center for Effective Schools Research, 14 pages.

SUMMARY:

Topics in this list of references include:

Background of Effective Schools Research
Instructional Leadership
Opportunity to Learn/Time on Task
Home/School Relations
High Expectations for Student Success
Clear and Focused Mission
Safe and Orderly Environment
School Improvement Programs
School Improvement Planning
Policy and Reform Issues
Effective Teaching
Evaluation of Programs and Processes

HOW TO ORDER:

National Center for Effective Schools Research
2199 Jolly Road, Suite 160
Okemos, MI 48864
517/349-8841

AR0616 Implementation of Effective Schools Strategy

SOURCE:

"A Description of Factors and Implementation Strategies Used by Schools in Becoming Effective for All Students," by Janet Chrispeels, Sally Pollack, and Daniel Watson. San Diego County Office of Education. Presented at the Meeting of the American Educational Research Association, Washington, DC, April 1987.

SUMMARY:

In 1984, the San Diego County Office of Education began an effective schools program in several schools. As a result, some improved academically to the point that all subgroups of students sustained a high average level of achievement and earned the title "equity schools;" others did not. This study of ten schools, four of which were successful, explores the differences between the "equity" and "non-equity" schools. The equity schools met hree major standards:

1) The overall performance of the students was above the comparison score band for similar students.
2) The students from the lowest socio-economic subgroup outperformed similar students in the district by the sixth grade.
3) The number of students scoring in the bottom quartile decreased, and the number in the top quartile increased.

This paper explores the characteristics of the "equity" schools in terms of organizational factors, instructional change, and climate and culture.

In summary, the schoolwide focus based on informed need was the "driver" of the successful implementation strategies. Though both types of schools used frequent monitoring, the successful ones used the results to focus and modify instruction. The most significant slimate change was in high expectation, which also served in making changes within the school, rather than blaming parents and community for low achievement. And the two implementation strategies that institutionalized beneficial changes were the shared decisionmaking and the communication/problem-solving processes. The final most significant characteristic was the strong instructional leadership and coordination.

HOW TO ORDER:

San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111

AR0605 Learning Climate Inventory for School Improvement

SOURCE:

Duttweiler, Patricia C. "A Practical School-Based Method for Improving the School Learning Climate." SPECTRUM JOURNAL OF SCHOOL RESEARCH AND INFORMATION (Educational Research Service), Vol. 4, No. 3, Summer 1986, pp. 18-22.

SUMMARY:

The Southwest Educational Developmental Laboratory (SEDL) in Austin, Texas, developed the Learning Climate Inventory after finding that an instrument which adequately measured the learning climate within a school did not exist.

This instrument measures a school's learning climate by checking the perceptions of administrators, students, staff and parents. Information generated by the inventory is not to be used for comparing schools, but rather as a diagnostic device which will aid in focusing the school community's energies on those areas that promote a positive learning climate.

SEDL found that the School Learning Climate Inventory is an easy instrument to use. It also is economical, since elaborate measuring devices or outside consultants are not required. Data collected by this inventory help the school staff to develop plans which address each school's own problems.

The School Learning Inventory is a tool which can help to provide information regarding the seven effective schools correlates. The faculty can then develop action plans that would address the identified deficits and improve the learning climate.

School districts which are considering implementing school improvement programs must recognize that each school within the district is a complex social organization having certain values, attitudes and beliefs. It is therefore important that the school improvement efforts focus on the individual school as the unit for change. District administration can be very helpful by encouraging and supporting the efforts of the school faculty who are developing plans based upon their own analysis of their school's problems.

AR0590 Article on Schools for the Urban Poor

SOURCE:

"Effective Schools for the Urban Poor," by Ronald Edmonds, EDUCATIONAL LEADERSHIP, October 1979, p. 15-23.

SUMMARY:

This is an article which centers on the education of poor, urban children. The author supports his thesis that all children are educable with examinations of the results of various educational studies, including the 1976 Madden study, the 1977 Brookover and Lezotte study, and his own studies. From these results, he identifies basic differences between effective, improving schools and ineffective, declining schools.

AR0584 Effective Middle Schools

SOURCE:

"Common Denominators in Effective Middle Schools," by Dr. James Garnin, THE PRINCIPALS' CENTER NEWSLETTER, Fall 1985, Harvard Graduate School of Education.

SUMMARY:

The conclusions in this paper are a result of the author's work as a site visitor to 22 middle-level schools in New England. Six factors are identified as critical to the effectiveness of education in the schools studied:

1. A clearly defined and articulated mission
2. Effective leadership
3. Student-centered teachers
4. Strong parent involvement
5. Ongoing goal development and evaluation
6. Quality of life

HOW TO ORDER:

The Principals' Center
Harvard Graduate School of Education
336 Gutman Library
6 Appian Way
Cambridge, MA 02138

. AR0620 Using Effective Schools Model for School Improvement

SOURCE:

"Growing Use of the Effective Schools Model for School Improvement," by Lawrence W. Lezotte and Beverly A. Bancroft, EDUCATIONAL LEADERSHIP, March 1985, pp. 23-27.

SUMMARY:

This article provides an update of the effective schools movement, from Ronald Edmonds initial efforts in large, urban schools to the application of the concept to a wide variety of schools. It also summarizes some of the national, state, and university efforts to support school improvement programs utilizing the effective schools framework.

. AR0619 Essay on School Improvement Based on ES Research

SOURCE:

"School Improvement Based on Effective Schools Research: A Promising Approach for Economically Disadvantaged and Minority Students," by Lawrence W. Lezotte with Beverly A. Bancroft. National Center for Effective Schools Research, April 1985, 23 pages.

SUMMARY:

This essay discussed the distinctive attributes of Programs of School Improvement based on Effective Schools' Research. These attributes sprovide a rationale for why this approach holds promise. The three attributes discussed are:

(1) Quality and Equity - an effective school must demonstrate that all children have the opportunity to experience quality education.

(2) Research Based - effective schools programs have taken their content and direction from three bodies of related research: effective staff development, effective organizational development, and effective planned change programs.

(3) Data Driven - local school instructional decision making is dependent on the weight of measurable or observable evidence.

The authors then enumerate and discuss five major premises which form the basis for a clear conceptual and operational definition of what constitutes an effective school:

(1) The primary function of schooling is teaching and learning.
(2) The primary basis for assessing the effectiveness of the school is in terms of students' outcomes.
(3) The way a local school district chooses to monitor student outcomes is indicative of the educational outcomes a district cares most about.
(4) An effective school is one which demonstrates both quality and equity in its program outcomes.
(5) Quality and equity are achieved and maintained only when the school improvement effort has been designed to accrue benefits for all students.

HOW TO ORDER:

National Center for Effective Schools Research
2199 Jolly Road, Suite 160
Okemos, MI 48864

AR0617 Effective Elementary Schools in the United Kingdom

SOURCE:

"New Evidence on Effective Elementary Schools," by Peter Mortimore and Pam Sammons. EDUCATIONAL LEADERSHIP, Vol. 45, No. 1, September 1987, pp. 4-8.

SUMMARY:

Most of the research on effective schools in the United Kingdom has focused on the secondary level. This study was conducted in elementary schools in England. The study began in September, 1980, when nearly 2000 seven-year-old students entered elementary school and concluded four years later when the same students completed elementary school (only four years in England) and transferred to the secondary school. These students were enrolled in a sample of 50 elementary schools.

As a baseline the researchers found that strong relationship exist between background factors (age, social class, sex, and race) and the students' attainment and development. However, even after controlling for these initial differences in entry level attainment, the researchers found that the particular school which a student attended contributed substantially to that student's progress and development.

Perhaps the most significant implication of this research is that it generally confirms the earlier studies of effective elementary schools in the U.S. It also gives us a more detailed description of some of the behaviors on the part of principals and teachers that seem to be associated with high levels of student attainment. Schools that are seeking to conduct a self-study and develop a school improvement plan will find this amplification useful.

Current research, including this study, clearly supports the notions of collaboration, teacher empowerment, site-based management, and decentralization ans seems to raise serious questions regarding those approaches to school reform which mandate changes from the outside in - or from the top down.

AR0586 Research Identifying "Effective Schooling Practices"

SOURCE:

"Effective Schooling Practices: A Research Synthesis," ONWARD TO EXCELLENCE: MAKING SCHOOLS MORE EFFECTIVE. Northwest Regional Education Laboratory, April 1984, Dr. Robert E. Blum, Director. 20 pages.

SUMMARY:

The effective schools research base identifies schooling practices and characteristics associated with measurable improvements in student achievement and excellence in student behavior. These "effective schooling practices" include a clearly defined curriculum; focused classroom instruction and management; firm, consistent discipline; close monitoring of student performance, and strong instructional leadership.

Recommendations for school improvement are in the following three areas: classroom characteristics and practices, school characteristics and practices, and district characteristics and practices. The booklet ends with a useful bibliography.

HOW TO ORDER:

Dr. Robert E. Blum, Director
Goal Based Education Program
Northwest Regional Educational Laboratory
300 SW Sixth Avenue
Portland, OR 97204
503/248-6800

AR0588 Article on School Improvement

SOURCE:

"Beyond Effective Schools to Good Schools: Some First Steps," R&D PERSPECTIVES, by Stewart C. Purkey and Susan Degen, Center for Educational Policy and Management, University of Oregon. Spring 1985, 8 pp.

SUMMARY:

This article challenges the popular notion that school improvement is applicable and can only be gauged in the area of students' scores on standardized tests. It develops the idea of "good schools" which emphasize students' social and leadership as well as academic skills. Thirteen characteristics of good schools are identified: school-site management, leadership, staff stability, curriculum articulation and organization, school-wide staff development, parental and community involvement and support, school-wide recognition of academic success, maximized learning time, district support, collaborative planning and collegial relationships, sense of community, clear goals and high expectations that are commonly shared, and order and discipline. The article ends with a series of steps which can be taken when formulating a school improvement program.

HOW TO ORDER:

R&D PERSPECTIVES
Center for Educational Policy and Management
College of Education
University of Oregon
Eugene, OR 97403
$.35 per copy

III. Reports, Studies, and Books on Effective Schools

BK0327 Effective Schools for Poor Children

SOURCE:

EFFECTIVE SCHOOLS FOR POOR CHILDREN: A Parent Handbook, Center for Law and Education, 25 pages. softcover, 1982.

SUMMARY:

This handbook is a result of an 18-month study by Dr. Beverly Caffee Glenn, in which she examined schools in Richmond, Virginia, Baltimore, Maryland, and New York City. This handbook is an attempt to help parents know how to judge the quality of schools. It is also an attempt to let parents know the role they play in schools.

Answers such questions as "What are effective schools?", "What role do parents play in effective schools?", "How important is the principal?", and "What are the characteristics of effective teachers?"

HOW TO ORDER:

Available from the Center for Law and Education, Gutman Library, 3rd Floor, 6 Appian Way, Cambridge, MA 02138.

BK0345 Planning for Effective Schools

SOURCE:

SCHOOLS AND COMMUNITIES WORKING TOGETHER: FOR EFFECTIVE SCHOOLS AND STRONGER COMMUNITIES, Juanita Carney and Janet Chrispeels (1984), 201 pages, softcover, San Diego County Office of Education.

SUMMARY:

Learn how to set up and operate a successful school site council, one that can both improve your school and also serve the needs of the community. Based on partnerships at several California schools which combined features of the School Improvement Plan with concepts of Community Education. Valuable manual for all school-related councils.

Includes information on the characteristics of an effective school, how to determine a school's effectiveness, and steps to follow in a school improvement process.

HOW TO ORDER:

San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111
Price: $10.00

BK0335 Quest for Excellence

SOURCE:

THE QUEST FOR EXCELLENCE: Making Public Schools More Effective, by Thomas Corcoran and Barbara Hansen. New Jersey School Board Association, 1983, 40 pages (including an 8-page bibliography).

SUMMARY:

Research has demonstrated that public schools can be effective. This publication synthesizes the research which identifies the three critical factors in school effectiveness -- organization, climate and management. Also listed and summarized are the principles about effective teaching and effective classrooms.

A separate chapter reviews the recent research on high schools and the relation between school and work. The report concludes with a brief discussion of the essential conditions for school improvement.

HOW TO ORDER:

New Jersey School Boards Association
315 West State Street
PO Box 909
Trenton, NJ 08605

BK0377 Research Abstracts on Effective Schools

SOURCE:

RESEARCH ABSTRACTS, Volume 1, 1986-87; Volume 2. 1987-88. Volume 3, 1988-89, Effective Schools Products.

SUMMARY:

The RESEARCH ABSTRACTS series provides educators and practitioners with a way to remain current with the research being conducted on effective schools. A subscriber to RESEARCH ABSTRACTS receives 8 one page abstracts each month during the school year. Each abstract summarizes the author's methodology, findings, and implications for school improvement.

The abstracts are grouped by topics, which include

Assessment of Student Progress
Classroom Management
Effective Instruction
Effective Schools
High Expectations for Success
Home/School Relations
Instructional Leadership
Staff Development
Policy Issues and School Change
Safe and Orderly Environment
School Improvement
School Mission and School Culture
Time on Task

HOW TO ORDER:

Effective Schools Products
PO Box 476
Okemos, MI 48864

Cost: $99.00 for each annual Volume

BK0379 ERIC Bibliography on Effective Schools

SOURCE:

LEADERSHIP OF EFFECTIVE SCHOOLS: A Collection of ERIC Materials Selected for Relevance, "Value Search" series. ERIC Clearinghouse on Educational Management, 50 pages, 1987.

SUMMARY:

This Value Search consists of annotations of 81 articles and reports which were published in ERIC's two reference catalogs: RESOURCES IN EDUCATION (RIE) and CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). A computer search of the ERIC database was conducted using the following descriptors and time period:

School Effectiveness and All administrator-related terms
January 1983 - June 1987

The bibliography is divided into two sections: Journal Articles and Research Reports. Included are ERIC numbers and information on how to obtain the documents.

HOW TO ORDER:

ERIC Clearinghouse on Educational Management
College of Education
University of Oregon
Eugene, OR 97403

Price: $7.50 (A $2.00 handling charge is added to all billed orders)

BK0394 Effective Chapter 1 Projects

SOURCE:

EFFECTIVE COMPENSATORY EDUCATION SOURCE BOOK VOLUME 1: A REVIEW OF EFFECTIVE EDUCATIONAL PRACTICES, by Philip A. Griswold, Kathleen J. Cotton, and Joe B. Hansen. Superintendent of Documents.

SUMMARY:

In April, 1985, Secretary of Educatioin William Bennett announced the selection of 116 outstanding Chapter 1 projects. These projects were selected because they included procedures and practices which exemplified the 13 principal attributes of effective schools and programs, as discussed in the school improvement research literature. This volume describes and illustrates those elements identified as essential features of effective schooling.

The researchers have identified seven organizational attributes and six instructional factors which appeared to be strong in the Chapter 1 project schools judged to be "outstanding." The authors also discussed the improvement process itself, and concluded that (1) change takes place over time, (2) initial stages of change involve anxiety and confusion, and (3) ongoing technical and psychological support are important to cope with the change-induced anxiety.

This report demonstrates that the attributes that describe effective schools generally are also valid for idescribing effective Chapter 1 schools and programs. It may also prove useful in schools attempting to bring about change, to assist teachers and administrators in identifying the critical factors for effective teaching and determining whether their school or program is strong in those areas or could be improved.

BK0347 Beyond the Bake Sale

SOURCE:

BEYOND THE BAKE SALE: An Educator's Guide to Working with Parents, by Anne T. Henderson, Carl L. Marburger, and Theodora Ooms. 1986. 139 pages, National Committee for Citizens in Education.

SUMMARY:

This is a readable, practical guide for educators which draws extensively on a growing body of research and actual examples of successful practices and policies to enhance home-school collaboration. It is useful in a variety of settings, including teacher training and local school improvement efforts.

BEYOND THE BAKE SALE provides:

* A sensitive analysis of the multiple roles parents play and ways that educators can reinforce them;
* The basic principles of an effective family-school partnership;
* A series of checklists to be used in step-by-step assessment of areas for school improvement;
* Local, district and state policies that facilitate family-school collaboration;
* A summary review of research, selected references, list of organizations concerned with parent involvement, and an extensive index.

HOW TO ORDER:

National Committee for Citizens in Education
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044
301/997-9300; 800/638-9675

Softcover $8.95; hardcover $14.95; plus $2.00 for handling.

BK0244 IRE - Citizen's Notebook

SOURCE:

A CITIZEN'S NOTEBOOK FOR EFFECTIVE SCHOOLS, compiled by Ross Zerchykov, 1984, 501 pages, looseleaf notebook, Institute for Responsive Education.

SUMMARY:

This NOTEBOOK is a collection of materials intended to help citizens who are about to become active (or more active) in working to make their schools more effecive for all children. Its organization and contents are geared to three kinds of information needs facing such activists: the need to know about the research EVIDENCE on what works in instruction; the need to have EXAMPLES of school improvement efforts which translate the lessons of the research into practice; and the need for RESOURCES in the form of materials and how-to guides and organizations and people with experience and skills in school improvement.

A summary of the "Effective Schools" research is included as well as the implications for citizen participation. In addition to dozens of "Research Briefs" summarizing major studies on effective schools and school improvement, the CITIZEN'S NOTEBOOK contains profiles of 47 local school improvement projects, reading lists on a number of related topics and "resource abstracts," organizations and people who may be contacted for further information and assistance.

HOW TO ORDER:

Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215

$13.00 for ECONOMY edition, $20.00 for DELUXE edition.

BK0378 Effective Schools Sourcebook

SOURCE:

REACHING FOR EXCELLENCE: An Effective Schools Sourcebook, Regina M. J. Kyle, Editor, E.H. White & Company, 244 pages, 1985.

SUMMARY:

This report is developed from papers prepared by researchers in the field, commissioned by the National Institute of Education. Each paper presents a concise summary of the research base on the topic as well as a directory of programs around the country which are promoting effective practices at the building and district levels.

The report is divided into two parts: (I) The Knowledge Base and Its Implications for Practice and (II) A Directory of Programs Promoting Effective Practices at the Classroom and Building Levels. An extensive bibliography is also included.

Chapters in Part I are:

Effective Elementary Classroom Practices
Effective Elementary Schools
Effective Secondary Classroom Practices
Effective Secondary Schools
The Assessment of School Effectiveness
District Level Policies and Practices
State Level Policies and Practices

Thirty-nine programs are described and summarized in Part II. In addition to the program overview, the descriptions include costs, evaluation data, list of contact persons, and materials available on the program.

HOW TO ORDER:

National Institute of Education
U.S. Department of Education
Washington, DC 20208

Cost: $9.50.

BK0343 Role of Principal in Effective Schools

SOURCE:

THE ROLE OF THE PRINCIPAL IN EFFECTIVE SCHOOLS: Problems and Solutions, by Jack McCurdy, 1983, 96 pages, AASA Critical Issues Report. Produced by Education News Service, Sacramento, CA for the American Association of School Administrators.

SUMMARY:

Researchers have recently begun to construct a clear picture of the factors necessary for a school to be successful. The presence of strong administrative leadership by the school principal, especially in instructional matters, is a key factor in the effectiveness of schools.

This report reviews the research literature, and then presents an anlysis of the two major roles of the principal -- as instructional leader and manager. The role of the Superintendent and Board is explored; also discussed are the selection, training, and evaluation of principals. The final chapter concerns stress and the principal.

HOW TO ORDER:

American Association of School Administrators
1801 N. Moore St.
Arlington, VA 22209
$12.95 plus $1.50 for postage and handling

BK0388 Role Guide for Effective Schools

SOURCE:

EFFECTIVE SCHOOLS: A Guide for School Boards, Central Office Administrators, Principals, Teachers, Parents, and Community Educators. Published by Mid- Atlantic Consortium for Community Education, University of Virginia, October 1984, 47 pages.

SUMMARY:

This publication contains a series of "role guides" which address the issue of effective schooling from six different role group perspectives -- school boards, administrators, principals, teachers, parents, and community educators. The six papers discuss how each particular group can contribute to schools that are striving to become academically effective for all children.

The report concludes that any school can develop a climate in which everyone in the school believes that each student can learn and master basic skills, and with proper planning and leadership, all students can perform at a high level of academic achievement. The development of an effective school requires a firm commitment, a detailed planning process, strong leadership and the full cooperation of administrators, teachers and parents over a period of several years.

BK0344 Expecting the Best

SOURCE:

EXPECTING THE BEST: EFFECTIVE PUBLIC EDUCATION FOR ALL STUDENTS, Network for Effective Schools, 1987. 16 pages.

SUMMARY:

This publication reports on a survey undertaken by the Network for Effective Schools of its 300 members from all parts of the country. The members were asked to list the ten most vitally needed reforms in American education.

What emerged from the study was a list of eleven recommendations from the perspective of practicing effective school educators -- persons who have both experience and knowledge of effective schools research and practice.

The study is reprinted in the February 1987 issue of THE EFFECTIVE SCHOOL REPORT, which includes the list of eleven reforms recommended.

HOW TO ORDER:

The Network for Effective Schools
C/O The Kelwynn Group
Grand Central Station Box 2058
New York, NY 10163
800/874-9740

$2.00 plus 95 cents for shipping and handling.

BK0346 Don Thomas: NCCE Handbook

SOURCE:

YOUR SCHOOL: HOW WELL IS IT WORKING?, by M. Donald Thomas, (1982), 76 pages, softcover, NCCE.

SUMMARY:

Anticipates the national focus on school improvement and provides a valuable resource to those who are beginning the task of evaluating their local schools.

YOUR SCHOOL: HOW WELL IS IT WORKING? contains basic steps to follow in designing and implementing an action program to assess and improve the schools. Handbook emphasizes practical aspects of the process of evaluation and includes many lists of resources, publications, organizations, and strategies for action, including:

* first questions to ask
* how to gather information and determine criteria
* traps to avoid in evaluating schools
* resources for evaluation (books, articles, agencies, consultants)
* where to go for more information

HOW TO ORDER:

May be purchased from NCCE, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044 for $3.50 plus $2.00 for postage and handling. Item #NC9001.

BK0393 Profile of Outstanding Elementary Schools

SOURCE:

PLACES WHERE CHILDREN SUCCEES: A PROFILE OF OUTSTANDING ELEMENTARY SCHOOLS, by Bruce I. Wilson and Thomas B. Corcoran, Research for Better Schools, August 1987, 63 pages.

SUMMARY:

In October, 1985, Secretary of Education William J. Bennett proclaimed 1985-86 the "Year of the Elementary School," and launched the Elementary School Recognition Program, inviting the chief school officer in each state to nominate elementary schools for possible recognition. A total of 525 schools were nominated, site visits were made to 257 of them, and 212 were designated as "outstanding."

The researchers identified 7 commonalities what characterize the recognized elementary schools.

1) Their central mission is providing academic instruction.
2) The schools reflect a high level of expectation; they set and enforce high academic and behavioral standards and make high work demands upon students.
3) Visionary leadership is central to organizational success.
4) The climate in these schools reflects participation in decision making, teacher autonomy, a sense of shared purpose, an adequate physical site, and treatment of others with respect, dignity and recognition.
5) The recognized schools take full advantage of all their resources - human and material.
6) They exhibit a strong communications system between the school and the community.
7) The schools live by a "can-do" attitude about their work.

HOW TO ORDER:

Research for Better Schools
444 North Third Street
Philadelphia, PA 19123

IV. Magazine and Journal Articles on School-Based Management

AR0614 Rochester Experiment in SBM

SOURCE:

"Changing Children's Fate by Changing Teaching: In Rochester Experiment, Educators' Pay and Responsibilities Grow," WASHINGTON POST, March 31, 1988.

SUMMARY:

This article describes Rochester, NY's ambitious program to restructure the teaching profession, by providing much higher pay (the top scale is $70,000) and expanded responsibility for counseling students and running schools through SBM teams.

AR0609 Articles describing school-based management in Dade County

The following articles appeared in major newspapers and journals and describe the efforts toward implementing school-based management which are taking place in Dade County, Florida:

"Dade County Teachers Value Making School Decisions," EDUCATION USA, January 25, 1988.

"Letting Schools Run Themselves," by Amy E. Schwartz, WASHINGTON POST, January 29, 1988.

"Miami Schools: Laboratory for Major Changes," by Edward Fiske, NY TIMES, January 10, 1988.

"'The Sky's the Limit:' Dade Ventures Self-Governance," by Lynn Olson, EDUCATION WEEK, December 21, 1987.

This article describes the SBM project in Dade County, FL, and how it grew from an agreement between the Superintendent and the local affiliate of the American Federation of Teachers.

AR0587 Article on School Based Management

SOURCE:

"School-Based Management: The Next Needed Education Reform." by James W. Guthrie, PHI DELTA KAPPAN, December 1986, pp. 305-309.

SUMMARY:

This article begins with the opinion that "Unless policies are identified that unleash productive local initiatives, the reform movement [for more effective schools] seems likely to lose its momentum." The author explains the tensions existing between state and local level personnel which erupted in the search for school reform. He then presents School-Based Management as a potential solution to this conflict, with the school becoming the "primary decision-making unit in an educational system." The SBM factors of principals functioning as "chief executive officers," school advisory councils, school-site budgeting and accounting, and annual planning and performance reports are explained. Following this is a section discussing the transition to and implementation of SBM.

AR0612 Restructuring of education system

SOURCE:

David Kearns, " A Business Perspective on American Schooling," EDUCATION WEEK, April 20, 1988.

SUMMARY:

In this excerpt from his forthcoming book (with Denis Doyle), WINNING THE BRAIN RACE: A BOLD PLAN TO MAKE OUR SCHOOLS COMPETITIVE, Mr. Kearns proposes a radical restructuring of our entire education system. "It is failing (our teachers and students) because schools are organized to meet the challenges of the 19th -- not the 21st -- century." The six point program includes allowing parents more choice in the schools their children attend, restructuring school organization, fostering professionalism among teachers, raising academic standards for students, teaching the values of American democracy, and clarifying the federal role in education.

In particular, he recommends that the central school district office should be run as a service center, not as a command post. Large, complex, and creative organizations need to be "choreographed" not run. The job of the superintendent is to find good people, set goals, hold people accountable, reward good performance, correct problems, and STEP BACK.

He further argues that the building principal is the most important person in the education chain of cause and effect. No one is the district except the Chief Executive should make more money than a principal. All major decisions about budget, hiring, and firing should be made by principals and teachers at their own schools.

AR0611 Article on centralized, state control of education

SOURCE:

Michael W. Kirst, "Who Should Control Our Schools?" EDUCATION POLICY, January 1988.

SUMMARY:

This is an informative discussion about the recent trends centralizing decisions in American public education. Kirst argues that much of the recent reform effort has resulted form a loss of confidence in the local capacity to maintain high academic standards and has led to tremendous growth in state control.

He cautions that the reasons for a predominance of local control over education are still sound and that the health and vitality of local schools depend on their ability to be responsive to the communities they serve. He recommends a thorough rethinking about which level of education should control what, with the goal of setting broad standards at the state level and giving local boards the authority to implement those standards in keeping with local circumstances. He further argues for moving major decisions on personnel and budget to the school site.

Included are recommendations for the proper role and activities of state and local boards of education.

AR0615 Analysis of School-Site Management

SOURCE:

"School-Site Management: Rhetoric and Reality," by Ted Kolderie, Humphrey Institute of Public Affairs, 12 pages, April 1988.

SUMMARY:

This paper begins with the statement, "Almost unique among the proposals for improving education, school-site management seems to have no opponents." The author notes that researchers, parents, state departments of education, foundations, teachers' organizations, school boards, and superintendents are expressing support for this idea.

But when one tries to define school-site management, one finds many different meanings for the term. The author of this paper tries to identify the different ideas presented and represented as school-site management. He tries to expain the resistance to the real delegation of authority to the school. And he reports on some new and hopeful ways in which that resistance might be overcome.

HOW TO ORDER:

Humphrey Institute
University of Minnesota
237 Humphrey Center
301 19th Avenue South
Minneapolis, MN 55455

AR0610 School-Site Management in Britain

SOURCE:

"School-Site Management -- in Britain." by Ted Kolderie, Public Serives Redesign Project, Humphrey Institute of Public Affairs, University of Minnesota, 6/88, 8 pages.

SUMMARY:

This paper includes a brief description of the British educational system and a summary of the education bill currently under consideration, which is intended to bring about school reform. A major feature of the proposal is to shift financial and administrative authority from the local education agency to the board of governors of each school. The governors may choose to withdraw from the LEA and operate as a free-standing unit, receiving financial aid from the central government. The bill also provides for increased parent rights to choose the school their child will attend.

AR0585 Article on School Advisory Committees

SOURCE:

"School Advisory Committees: The Florida Experience," by Gordon E. Greenwood, Stephen F. Olejnik, and John S. Zemlo, COMMUNITY EDUCATION JOURNAL, Vol. IX, No. 3, April 1982, p. 4-7.

SUMMARY:

This article outlines the problems which a young SAC program in Florida encountered and examines some of the actions taken to alleviate these problems. Overall, it gives readers a good, clear picture of the reality of SACs. The article includes a brief history of the conception of Florida SACs, the development and work of the Association of School Advisory Committees, and a list of SAC activities and problem areas. Finally, a section entitled "Lessons Learned" helps future SACs learn from the Florida experience.

AR0262 Annotated Bibliography on School-Based Management - ERIC

SOURCE:

"School-Based Management," Chapter 14, pp. 78-83, THE BEST OF THE BEST OF ERIC, Volume 3, 1982.

SUMMARY:

Citations and annotations for 15 articles and reports on various aspects of school-based management, including school-site budgeting, role of the principal, and decentralization.

HOW TO ORDER:

ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, OR 97403

AR0613 Groundswell of School Based Management

SOURCE:

"School Based Management Spreading," EDUCATION USA, June 13, 1988.

SUMMARY:

Frank Newman, President of the Education Commission of the States, says there is "no question" that there is a "groundswell of activity in school based management around the country."

Michael Cohen of the National Governors' Association sees this current push as a maturing of the effective school movement, because of the necessity of waiving state and local regulations that get in the way. Cohen sees "a conversation between the school and the district and the state that is changing dramatically."

Arkansas and North Carolina are forging new lines of communication with local districts, with pilot programs allowing school to waive state regulations.

AR0608 How schools can be decision-makers

SOURCE:

"School-Centered Decision Making and Renewal," by Kenneth A. Sirotnik and Richard W. Clark, PHI DELTA KAPPAN, May 1988. pp. 660 - 664.

SUMMARY:

School based management has as many variations in practice as it has school districts implementing it. The authors argue that the term "management" implies a broad spectrum of activities, many unrelated to instruction, and that the term "based" implies that the school makes all its own decisions. They recommend instead an understanding that schools should become "centers" of decision making and renewal within a broader context of resources and constituencies.

What this concern addresses is the need for schools to be major arenas for professional inquiry and reflective practice. Most theories of reform look at schools instead as targets for change, importers of expert, "teacher-proof" knowledge. Those who work in the schools make vital decisions every day about the instructional program. Schools should be organized so that teachers and administrators have adequate time to engage in critical inquiry about what they are doing.

"The ultimate power to change is -- and always has been -- in the heads, hands, and hearts of the educators who work in the schools. Decisions must be made where the action is."

V. Reports, Studies, and Books on School-Based Management

BK0348 School-Based Management in Milwaukee

SOURCE:

BROAD BASED TASK FORCE ON SITE BASED MANAGEMENT: Report of the Committees to the Executive Committee, Milwaukee Public Schools, March 24, 1987.

SUMMARY:

On October 29, 1986, the Milwaukee Board of School Directors endorsed in principle the concept of site based management and directed the administration to develop plans for a site based management system with a small pilot project to begin in September 1987.

The administration established a broad based committee which consists of an executive committee and seven committees, charged with investigating various aspects of the process. This document includes the reports of these seven committees. Each committee presents a discussion of a particular aspect of school-based management, including budgeting, evaluation, and parent involvement, with recommendations for action by the school board.

HOW TO ORDER:

Milwaukee Public Schools
5225 West Vliet Street
Milwaukee, WI 53208

BK0350 School-based Management in Boston

SOURCE:

SCHOOL BASED MANAGEMENT PROJECT - SCHOOL SITE COUNCIL ASSESSMENT REPORT, by Patricia Campbell, June, 1985, 21 pages, Campbell-Kibler Associates.

SUMMARY:

The school-based management project is an effort of the Boston Public Schools to improve student learning. As a part of SBM, each school forms a School Site Council to identify goals and objectives for that school. This assessment focused on School Site Councils, with an emphasis on their effectiveness and the roles they play in the school.

The overall conclusion of the report is that School Site Councils have been effective in bringing more people into the school decision making process and in providing schools with a vehicle for school wide planning and individual program implementation. The study also examined School Site Council roles, parent involvement, school autonomy, and school improvement.

HOW TO ORDER:

Campbell-Kibler Asosciates
107 W. 82nd St., Suite 5B
New York, NY 10024
212/580-8469

BK0390 Reserach on School Based Management

SOURCE:

William Clune and Paula White, SCHOOL BASED MANAGEMENT: INSTITUTIONAL VARIATION, IMPLEMENTATION, AND ISSUES FOR RESEARCH, Center for Policy Research in Education, Eagleton Institute, Rutgers University, July 27, 1987.

SUMMARY:

This study is based on approximately 30 interviews with educators from school districts practicing some form of school based management (SBM). The questions focused on institutional structure, changes in the roles of key players, and implementation.

While the philosophy of SBM programs across the country seems similar, the organization and operation of programs is diverse. Of the three major elements to be decentralized, districts seem most readily to decentralize budget, then hiring, then curriculum. It also appears that SBM programs are more common and easily implemented in smaller districts. Most are initiated by Superintendents, although state law and court-ordered desegregation plans are another impetus.

The key player in SBM programs is the principal, who acts as instructional leader, mediator of shared governance, site manager, and the focus of accountability. Superintendents, once the process is in place, can provide either support or disruption. SBM does not seem to be operating as a system for teacher governance, although it seems that teachers generally have better access and more influence over decisions about school improvement.

Nearly every program uses SBM councils as the decision-making vehicle. Composition and selection vary. The principal usually serves, but not necessarily as the chair or even a voting member. Teachers, parents, and community people are often members; less common are students and representatives of special groups.

Participants say that SBM enhances both accountability and autonomy, and that lines of responsibility are clearer. They do not see state and district regulation as an obstacle to site autonomy, because they emkphasize objectives rather than process. Communication with parents and students seems to improve, through the SBM council mechanism.

Implementation problems revolve around the unfamiliarity of SBM roles. Principals and teachers may lack the disposition or training for shared decision making, and time and resources may not be available for training and staff development.

Systematic monitoring of SBM is rare, whether of student achievement or other outcomes. Further research is needed on the impact of varying degrees of decentralization, teacher participation, models for training and administrator selection, factors responsible for long term success, and possible conflicts with state and local regulations.

HOW TO ORDER:

Center for Policy Research in Education
Eagleton Institute
Rutgers University
New Brunswick, NJ 08901
$4.00.

BK0342 Can Schools Reform Themselves?

SOURCE:

CAN SCHOOLS REFORM THEMSELVES? A STUDY OF SCHOOL-BASED IMPROVEMENT PROGRAMS, by Jane L. David and Susan M. Peterson, 1984, 96 pages, Bay Area Research Group, Palo Alto, CA 94303, 415/493-4425.

SUMMARY:

This documents reports on a study of school-based improvement programs, to assess their progress in bringing about instructional improvement, especially for disadvantaged students. The report traces the evolution of school-based approaches, as the emphasis of school reform efforts shifted from the content of the reforms to the processes they require or foster.

The researchers studied six elementary school programs in 32 schools, representing 17 school districts and 7 states. The findings of the study are organized into five areas that deal with management and implementation of school-based programs: selection of schools, formation and functioning of school planning groups, development of written plans, uses of the plans, and program monitoring.

The findings presented demonstrate that schools are able to form planning groups, develop written plans, and implement changes. But these changes are typically noninstructional in nature; the report attempts to explain why the process rarely leads to changes in instructional practices. The report concludes with this paragraph:

"The real promise of school-based reform lies in its potential to help school staff adapt to changing circumstances. To the extent that school-based programs continue to move in the direction of fostering ongoing attention to instructional improvement and providing support and assistance to teachers, their promise can be realized."

HOW TO ORDER:

ERIC Documents Reproduction Service
3900 Wheeler Ave.
Alexandria, VA 22304

ED 262119.

BK0340 Overview of School Based Management

SOURCE:

"Decentralization of Decision Making in Public Education: An Overview of School Based Management," compiled by Public School Incentives, John Cairns, Chairman and LuVerne Molbery, Consultant, January 1983, Revised November 1983. 26 pp.

SUMMARY:

The organization which compiled this report, Public School Incentives, is a non-profit organization incorporated to help implement School Based Management (SBM) in Minnesota schools. They write: "The purpose of this overview report is to capture some of the ideas of local and national educators, citizens, and community leaders who have been involved in exploring and developing activities in SBM. It is meant to assist those interested in implementing and/or evaluating demonstration projects. It may also stimulate additional interest, and generate more support for the concept of SBM."

This is an outline of all aspects of SBM implementation and operation. Appendices include a chart of roles, responsibilities and authorities of those involved in SBM, a discussion of accountability in SBM, a sample teachers' agreement in an SBM setting, and a sample application for variance to State Board of Education rules.

HOW TO ORDER:

Public School Incentives
1885 University Avenue
St. Paul, MN 55104
612/644-7441

BK0266 School Site Budgeting

SOURCE:

SCHOOL SITE BUDGETING: DECENTRALIZED SCHOOL MANAGEMENT, by John Greenhalgh, University Press of America, Inc., 1984, 193 pp.

SUMMARY:

Most school budgets are finalized deep within a district's central bureaucracy. A process more responsive to human needs assigns funds to individual schools on a per capita basis and leaves decisions about their expenditure up to the principal, teachers, and parents. Learn how to propose school-site budgeting to your superintendent and local school board. There can be advantages for all.

This "how-to" book provides an overview of activities that are locally planned and carried out within a school building. The author proposes a plan to improve school management in which all planning decisions are distributed to local school building administrators as opposed to central districts. It shows how this decentralized arrangement allows each school to decide how to maximize educational opportunities geared toward the particular needs of the students.

HOW TO ORDER:

University Press of America, Inc.
4720 Boston Way
Lanham, MD 20706
301/459-3366
$10.75 per copy.

BK0392 Manual on School Based Improvement

SOURCE:

SCHOOL BASED IMPROVEMENT: A MANUAL FOR DISTRICT LEADERS, by Barbara J. Hansen and Carl L. Marburger. National Committee for Citizens in Education, 1988, 95 pp. looseleaf.

SUMMARY:

School Based Management is sweeping the country as part of a second wave of school reform focused not on states, but on individual schools. This is a step-by-step guide based on ten year's experience training councils and district staff in the processes needed to initiate school based improvement. This manual can be used by district leaders who want to begin this process themselves. The package includes 11 reproducible overheads for group presentations and a copy of ONE SCHOOL AT A TIME, Carl Marburger's classic work on School Based Management.

Two more manuals will be published by NCCE as part of this series, one for district staff on how to facilitate and manage the SBI process, and one for school teams and councils on how to do their job effectively. The projected publication date is June, 1989.

HOW TO ORDER:

National Committee for Citizens in Education
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044
301/997-9300
$35.00, Item #NC9043.

BK0333 One School at a Time

SOURCE:

ONE SCHOOL AT A TIME: School Based Management, A Process for Change, by Carl Marburger, NCCE, 1985, 82 pages.

SUMMARY:

School policy and budgeting decisions directly strengthened by teachers, parents and principals - that's School Based Management, the focus of ONE SCHOOL AT A TIME.

In ONE SCHOOL AT A TIME, Marburger

* defines School Based Management,
* weighs its pros and cons,
* cites examples of its success, and
* provides recommendations for implementation.

According to the author, "School Based Management is a process for change based on democratic principles and trust. As more control is given to the school and community, public confidence in the schools increases, problem identification and solution become more timely and accurate, and the needs of the students are more likely to be met."

The process is based on building trust between educators and the community. Working together on a school site council, school principals, teachers and parents learn to share decisions ranging from instruction and finance to personnel and safety.

HOW TO ORDER:

National Committee for Citizens in Education
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044

$6.95 for softcover, $12.95 hardcover, plus $2.00 for postage and handling. ISBN 0-934460-25-6, Item #NC9036.

BK0329 School Council Almanac

SOURCE:

SCHOOL COUNCIL ALMANAC. by Myron Puckett (1982), 97 pages, looseleaf/notebook, San Francisco Center for Public Education.

SUMMARY:

California's School Improvement Program is now ready for transplanting to other parts of the country. Delightful illustrated guide tells you how to form a council that will get things done.

HOW TO ORDER:

San Francisco Center for Public Education
950 Clay Street, Suite 14M
San Francisco, CA 94108
$ 5.00 per copy

BK0341 School Improvement Program - CA

SOURCE:

HOW TO MAKE THE BEST SCHOOL SITE COUNCIL IN THE WORLD: A Guidebook for School Improvement Councils and Other School-Community Groups, by Jean Rosaler, 1979, 128 pages. Published by the California State Department of Education.

SUMMARY:

In 1973, the California State Board of Education adopted regulations requiring the establishment of a School Advisory Committee (SAC) in every school. With the passage in 1977 of Assembly Bill 65 mandating the School Improvement Program, the SAC was changed to a School Site Council (SSC).

This guidebook was prepared to assist parents and school personnel involved in school-site councils. Basic questions concerning councils are posed, and each question is answered with a number of specific practical suggestions to give the reader ideas and assistance. This book can be used to help a group get started and assist in solving problems as the group attempts to undertake school improvement activities.

The book is divided into four parts: Bringing the Right People Together, Getting Organized, Planning, and Carrying On. Within each part the topics are organized in very easy-to-use formats: Questions, Answers, and Tips; Worksheets; and checklists. This would appear to be a very useful manual for any school-community group.

BK0338 School Advisory Councils in South Carolina

SUMMARY:

The South Carolina Education Finance Act of 1977 requires that an advisory council be established in each school to advise the principal and to collaborate on solving school problems and improving education in the schools. A number of excellent publications have been published to assist these Councils.

PUBLICATIONS:

1. SIX BASIC STEPS TO A SUCCESSFUL SCHOOL ADVISORY COUNCIL YEAR, Written and Edited by Mary C. Jackson and Jay E. Sonde.

The contents of this publication are based on actual organizational procedures developed by school councils in South Carolina. The six steps are formation, orientation, organization, review, planning, and preparation/submission of the Annual School Report. Each step is discussed, with practical checklists and suggestions on how to form and operate effective school councils.

2. SCHOOL IMPROVEMENT COUNCIL NEWS, University of South Carolina, College of Education.

Newsletter published by the School Council Assistance Project to provide School Improvement Council Members timely and useful information on state law, effective school research, resources, publications and successful practices to assist them in their work for school improvement.

3. LOCAL SCHOOL ADVISORY COUNCILS: How They Operate and What They Can Do to Improve Education, by Lynne E. Cooper and Mary C. Jackson, School Advisory Council Assistance Project, 1983, 28 pp.

This guide helps new council members, superintendents, and school board members understand how advisory councils can operate and what they can do to improve the schools. Practical information on by-laws, agendas, and possible activities is included.

4. SCHOOL ADVISORY COUNCIL ACTIVITY GUIDES

These ten guides were prepared for use by the School Advisory Councils in South Carolina schools, in response to needs expressed by the members of the Councils. The guides are:

Needs Assessment
Budgeting for Schools
Clarifying School Advisory Council Roles
Communicating with the Community
Improving Communications Within the Council
Interpreting and Using Test Results
Making Group Decisions
Setting Program Goals and Objectives
Conducting Opinion Polls
Understanding and Assessing School Programs

5. SCHOOL IMPROVEMENT COUNCIL TRAINING PROGRAM: A Four-part Training Program for School Improvement Council Members, by Jean Norman Vest and Mary Jackson Willis.

Module I - School Improvement Council Roles and Responsibilities
Module II - School Effectiveness: The Six Indicators & Student Achievement
Module III - Planning Process for Developing the School Improvement Plan
Module IV - Leadership and Management for Council Effectiveness

6. FOCUS ON SCHOOL IMPROVEMENT: School Improvement Councils Working for Effective Schools, Dr. Jean Norman Vest, editor, November 1987.

Descriptions of 25 programs and projects developed and implemented by the School Improvement Councils in South Carolina school districts.

HOW TO ORDER:

All of these publications are available from:

School Council Assistance Project
College of Education
University of South Carolina
Columbia, SC 29208
803/777-7658

BK0351 School-based Management in Tulsa, OK

The following are three of the useful publications prepared by the Tulsa Public Schools to explain and support their efforts toward implementing school-based management.

1. BUILDING SCHOOL EFFECTIVENESS WITH TEAMS: A Guidebook for School and Area Planning Councils, by Paul McCloud, 14 pages, October 1985.

This guidebook describes how School and Area Planning Councils can use the TEAMS process to promote school effectiveness. TEAMS stands for Toward Educational and Management Success, a form of management in which the superintendent, management personnel, principals, teachers, parents, and other citizens work cooperatively at the central office and at the individual school level to structure the kind of education they want for their students.

2. MASTER PLAN FOR COMMUNITY PARTICIPATION, by Paul McCloud, 11 pages, September, 1984.

This report discusses the organization of School Planning Councils and Area Planning Councils to review and analyze consolidation planning and educational planning for the school district. Specific topics considered in this process include drug education curriculum, proposed changes in school starting times, weighted grade point average, and transportation costs for special events.

3. "School Effectiveness for the Eighties," An address by Tulsa Public Schools Superintendent Larry L. Zenke to members of the Management Team, August 21, 1981, ACCESS ON EDUCATION, Tulsa Public Schools, September 1981.

In this address, Superintendent Zenke discusses the new team management approach he has initiated and the ways in which Tulsa schools are implementing the five factors identified in Ronald Edmonds' concept of effective schools.

HOW TO ORDER:

Tulsa Public Schools
PO Box 470208
Tulsa, OK 74147

DK0391 School-Based Management in Dade County

SOURCE:

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING - A Pilot Program. Dade County Public Schools, October, 1987, 213 pages.

SUMMARY:

The Dade County Public School system has had various types of school-based management procedures in operation since 1974. During the 1985-86 school year a committee made up of principals and other administrators reviewed the concepts of school-based management from a different viewpoint, utilizing various materials which dealt with the professionalization of education and of teaching. The development of the pilot program by this committee was approved by the School Board of Dade County, Florida, in July, 1986.

This report contains documents and materials related to the pilot project now in progress. Included are a summary and principles of school-based management; requests for proposals to schools who wish to participate in the pilot program, a discussion of budget procedures under the school-based system, outlines of a documentation process and an evaluation plan, and many other practical documents which can be used by a school system in their efforts to implement a school-based management system.

BK0334 School Councils in Salt Lake City

SUMMARY:

The Salt Lake City Schools have been active in initiating and sponsoring a system of School Community Councils, which is a form of School Based Management. Below are listed several of their publications.

PUBLICATIONS:

1. "The School Community Council: Its Operation in the Salt Lake City Schools," a four-page pamphlet with a brief description of the purpose of the School Community Council.

2. "The Implementation of the Salt Lake City School District's Shared Governance Policy: A Study of School-Site Councils," prepared for the Salt Lake City School District by Dr. Betty Malen and Dr. Rodney T. Ogawa, Department of Educational Administration, The University of Utah, August, 1985.

This report presents an indepth analysis of school site councils in selected schools. It provides a brief summary of the background of the school site councils, and then discusses the following questions:

1. Who participates in school-site councils?
2. What issues do the councils consider?
3. How are issues processed by the councils?
4. What is the impact of the councils?

The authors conclude that the school-site councils have served as forums for input from the community, but their existence has not significantly altered the formal authority relationships of principals and teachers or educators and parents. However, they recommend that the school-site councils be retained, their membership become more representative of the ethnic composition of the school community and the district exercise more monitoring and oversight of the councils.

3. SHARED GOVERNANCE TRAINING MANUAL: "Active Cooperation for a More Effective Education," Second Edition, January 1983, 36 pages.

Topics in this manual, prepared for the administrators in Salt Lake City Schools include history, philosophy and principles of shared governance, the structure of School Community Councils and their duties and responsibilities, and questions and answers on a range of issues related to this form of educational management.

HOW TO ORDER:

Salt Lake City Schools
440 East First South
Salt Lake City, UT 84111
801/322-1471

BK0389 Resource Materials on School Based Management

SOURCE:

Paula A. White, "Resource Materials on School Based Management," Center for Policy Research in Education, Eagleton Institute, Rutgers University, New Brunswick, NJ 08901, July 1987.

SUMMARY:

This document contains a collection of information on school based management, and it is organized in three parts. Part A is a list of researchers and practitioners with knowledge and expertise on school based management. Part B is a list and summary of school based management programs throughout the country. Part C is an annotated bibliography of school based management. These materials have been collected for people who want to learn more about school based management generally, where school based management programs are operating, and whom to contact for more information.

BK0336 IRE-School Advisory Councils in CA, FL and SC

SOURCE:

LEADING THE WAY: STATE MANDATES FOR SCHOOL ADVISORY COUNCILS IN CALIFORNIA, FLORIDA, AND SOUTH CAROLINA, by Ross Zerchykov, Don Davies, and Janet Chrispeels, August 1980, 157 pp., Institute for Responsive Education.

SUMMARY:

This report is about school councils in California, Florida and South Carolina. It provides background information on government policies for citizen participation, a discussion of the specific provisions of the state mandates in the three states, and a summary of the research and evaluation literature on nationwide experience with School Councils. A chapter is devoted to each of the state initiatives, emphasizing evaluation of school councils (CA), organizational effectiveness (FL), and clarity of goals (SC). The last section summarizes and highlights policies, structures, and practices in these states, which can be replicated in other states.

HOW TO ORDER:

Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215
617/353-3309

Organizations to Contact for Further Information

Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215
617/353-3309
Contact: Owen Heleen

Kettering Foundation
200 Commons Rd.
Dayton, OH 45459
513/434-7300

National Center for Effective Schools Research & Development
PO Box 476
Okemos, MI 48864
517/353-9024
Contact: Lawrence Lezotte, Director

National Community Education Association.
119 North Payne St.
Alexandria, VA 22314
703/683-NCEA
Contact: William DeJong, Director

National Committee for Citizens in Education
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044
301/997-9300; 800/NET-WORK (638-9675)
Contact: Carl Marburger, Senior Associate

The Network for Effective Schools
C/O The Kelwynn Group
Grand Central Station, Box 2058
New York, NY 10163
800/874-9740
Contact: M. Donald Thomas

Northwest Area Foundation
West 975 First National Bank Bldg.
St. Paul, MN 55101
612/224-9635

Research for Better Schools
444 North Third Street
Philadelphia, PA 19123
215/574-9300
Contact: David Helms

VII. Newsletters

AR0210 Newsletter on Effective Schools

THE EFFECTIVE SCHOOL REPORT: FROM RESEARCH TO PRACTICE

The Kelwynn Group
Grand Central Station Box 2058
New York, NY 10163
1-800-874-9740

Monthly newsletter on events and issues related to the Effective School Program. It includes reports on the latest research, information on effective schools projects in school districts across the country, and reviews of recent books and report on the issue of effective schools.

Subscription Rate; $24 for 12 issues.

AR0621 EFS Research Abstracts

SOURCE:

RESEARCH ABSTRACTS, edited by Dr. Larry Lezotte from the National Center for Effective Schools Research, a nationally recognized expert on Effective Schools Programs. Volume 1 was dated 1986-87; Volume 2, 1987-88; and Volume 3 1988-89.

SUMMARY:

The RESEARCH ABSTRACTS series provides educators and practitioners with a way to remain current with the research being conducted on effective schools. A subscriber to RESEARCH ABSTRACTS receives a brief newsletter and eight one page abstracts each month during the school year. Each abstract summarizes the author's methodology, findings, and implications for school improvement.

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SOURCE:

1. THE CHARACTERISTICS OF SCHOOLS THAT ARE INSTRUCTIONALLY EFFECTIVE FOR ALL PUPILS, by Ronald R. Edmonds, (1981), audiocassette, Association for Supervision and Curriculum Development, (612-20234).

2. RESEARCH ON EFFECTIVE SCHOOLS, by Lawrence W. Lezotte, 75 min. audiocassette, Assoc. for Supervision and Curriculum Development, (612-20368).

3. RESEARCH ON EFFECTIVE SCHOOLS AND EFFECTIVE TEACHERS: Strategies for Implementation in Local Schools, by Thomas L. McGreal, 70 min. audiocassette, Assoc. for Supervision and Curriculum Development, (612-20322).

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